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PAKISTAN STUDIES

0448/01

Paper 1 The History and Culture of Pakistan

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MARK SCHEME

Maximum Mark: 75

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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This document consists of **14** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Generic levels of response marking grids**Table 1**

The table should be used to mark the part (c) question in **Section A** and part (b) questions in **Section B**.

Target: Demonstrates knowledge and understanding of the past through historical explanation (AO1, AO2)		Marks
Level 3	Explanation <ul style="list-style-type: none"> • one explanation [5] • two explanations or one <i>developed</i> explanation [6] • additional explanation(s) and/or <i>developed</i> explanation(s) [7] Supported by relevant and accurate contextual knowledge	5–7
Level 2	Identification/description Identifies and/or describes using relevant and accurate contextual knowledge (1 mark per identification/description)	2–4
Level 1	General answer Valid general comment lacking specific knowledge	1
Level 0	No creditable response	0

Table 2

The table should be used to mark the part (c) questions in **Section B**.

Target: Demonstrates knowledge and understanding of the past through historical explanation and an ability to analyse and evaluate historical events (AO1, AO2)		Marks
Level 5	Explanation with evaluation/judgement <ul style="list-style-type: none"> • explanation at the top of Level 4 with an evaluation/judgement supported by relevant and accurate contextual knowledge [13] • explanation at the top of Level 4 with a <i>developed</i> evaluation/judgement supported by relevant and accurate contextual knowledge [14] 	13–14
Level 4	Explanation of both sides of the issue <ul style="list-style-type: none"> • one explanation of each side of the issue [10] • two explanations or one <i>developed</i> explanation of one side of the issue and an explanation of the other side of the issue [11] • additional explanation(s) and/or <i>developed</i> explanation(s) from either side of the issue [12] Supported by relevant and accurate contextual knowledge	10–12
Level 3	Explanation of one side of the issue <ul style="list-style-type: none"> • one explanation [7] • two explanations or one <i>developed</i> explanation [8] • additional explanation(s) and/or <i>developed</i> explanation(s) [9] Supported by relevant and accurate contextual knowledge	7–9
Level 2	Identification/description of the issue Identifies and/or describes the issue using relevant and accurate contextual knowledge (1 mark per identification/ description)	3–6
Level 1	General answer Valid general comment(s) lacking specific subject knowledge (1 mark per general comment)	1–2
Level 0	No creditable response	0

Section A

Question	Answer	Marks
1(a)	<p>According to Source A, why was Queen Victoria made Empress of India?</p> <p>Target: AO4</p> <ul style="list-style-type: none"> • to ‘link the monarchy more closely with India’ • to ‘underline Britain’s position as a world power’ • she ‘saw India as a jewel in the crown of her empire’ • she saw India as ‘a place full of vibrant colours, gems, fruits and spices’ (at least one item to be identified) • ‘Queen Victoria viewed India as a land to be governed by British order and justice’ • to protect ‘the Indian people against war, rebellion, famine and illiteracy’ (at least one item to be identified) <p>One mark for each relevant statement correctly identified from the source.</p> <p>Note: candidates may paraphrase but content must be derived from the bullet point statements above.</p>	3
1(b)	<p>What can we learn from Source B about Tipu Sultan, ruler of Mysore?</p> <p>Target: AO1, AO4</p> <p>Level 3 (4–5 marks) Supported valid inference(s)</p> <ul style="list-style-type: none"> • one valid inference supported by a surface feature from source B [4] • additional valid inference(s) supported by surface feature(s) from source B or one valid inference supported by a surface feature from source B and contextual knowledge [5] <p>Level 2 (2–3 marks) Unsupported valid inference(s)</p> <ul style="list-style-type: none"> • one unsupported valid inference [2] • additional unsupported valid inference(s) [3] <p>Level 1 (1 mark) Identifies a surface feature Any correct surface feature taken from source B [1]</p> <p>Level 0 (0 marks) No creditable response</p> <p>Note: an unsupported valid inference can only be credited if it can be inferred directly from the source.</p> <p>Note: a response that does not refer to source B cannot be credited.</p> <p><u>Indicative content</u></p> <p>Surface feature</p> <ul style="list-style-type: none"> • Tipu Sultan is well dressed/groomed/he has a moustache • his face shows no expression of fear • he has a sword • he is fighting a tiger 	5

Question	Answer	Marks
1(b)	<ul style="list-style-type: none"> • there is blood • it is taking place outdoors/in the countryside • he is opening the tiger's mouth • they are standing up to each other <p>Valid inference</p> <ul style="list-style-type: none"> • Tipu Sultan looks brave/courageous • he looks like a warrior/ready for war • he looks strong/powerful • it looks like he was important • he looks confident • he looks wealthy • he looks a proud man <p>Contextual knowledge</p> <ul style="list-style-type: none"> • Tipu Sultan was known as the 'Tiger/Sultan/Lion of Mysore' • there were legends about Tipu Sultan killing a tiger with his bare hands • he had a reputation of being able to dominate/control tigers • regarded as a fearless warrior/enemy • he may have kept tigers as pets • his palace was decorated with tiger accessories and skins were used as soft furnishings <p>Other relevant responses should also be credited.</p>	
1(c)	<p>Explain the impact of railways on the lives of Indian people in the nineteenth century.</p> <p>Target: AO1, AO2</p> <p>Mark according to the level of response descriptors in Table 1.</p> <p><u>Indicative content</u></p> <ul style="list-style-type: none"> • railways transformed India • railways extended trade in India • food could be transported around India • troops could be transported around India • people could travel by train • better communication between cities • railways made travel easier • more people could travel • goods could be carried • trains were noisy and smoky/accidents happened/people lost farmland • railways consolidated British control in India <p>Other relevant responses should also be credited.</p>	7

Question	Answer	Marks
1(d)	<p>To what extent were the different aims of Indian groups in 1857 the main reason why the War of Independence was short-lived? Explain your answer.</p> <p>Target: AO1, AO2</p> <p>Level 5 (10 marks) Explains with evaluation/judgement Explanation at the top of Level 4 with an evaluation/judgement supported by relevant and accurate contextual knowledge</p> <p>Level 4 (7–9 marks) Explanation of both sides of the issue</p> <ul style="list-style-type: none"> • one explanation of each side of the issue [7] • two explanations or one developed explanation of one side of the issue and an explanation of the other side of the issue [8] • additional explanation(s) and/or developed explanation(s) from either side of the issue [9] <p>Supported by relevant and accurate contextual knowledge</p> <p>Level 3 (4–6 marks) Explanation of one side of the issue</p> <ul style="list-style-type: none"> • one explanation [4] • two explanations or one developed explanation [5] • additional explanation(s) and/or developed explanation(s) [6] <p>Supported by relevant and accurate contextual knowledge</p> <p>Level 2 (2–3 marks) Identification/description of the issue Identifies and/or describes the issue using relevant and accurate contextual knowledge (1 mark per identification/description)</p> <p>Level 1 (1 mark) General answer Valid general comment lacking specific subject knowledge</p> <p>Level 0 (0 marks) No creditable response</p> <p><u>Indicative content</u></p> <p>May agree that the different aims of Indian groups in 1857 was the main reason for the War of Independence being short lived:</p> <ul style="list-style-type: none"> • different Indian groups found it difficult to put aside their differences • there was disunity/absence of a common aim amongst Indian groups/the aims of Indian groups were sometimes unclear • some Indian groups wanted to restore their old rulers and customs • some princes were fearful of losing British support <p>Counter-arguments might include:</p> <ul style="list-style-type: none"> • some Indian groups did not have a battle plan or strategy • some Indian groups had limited leadership and experience in battle • the British army was experienced in battles • British troops were well trained and disciplined • British troops had modern weapons • the British army were experienced strategists/administrators/negotiators/leaders <p>Other relevant responses should also be credited.</p>	10

Question	Answer	Marks
2(a)	<p>Describe the Jizya tax.</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail.</p> <p><u>Indicative content</u></p> <ul style="list-style-type: none"> • introduced in 1679 [1] by the Mughals [1] • a tax on non-Muslims • an alternative to joining the Muslim army • used as a tax for protection or defence • Akbar abolished the tax • Aurangzeb re-introduced the tax • people protested against the tax • Aurangzeb ignored the protests and persevered with the tax <p>Other relevant responses should also be credited.</p>	4
2(b)	<p>Explain why Shah Waliullah was an important figure for the Muslim community during the eighteenth century.</p> <p>Target: AO1, AO2</p> <p>Mark according to the level of response descriptors in Table 1.</p> <p><u>Indicative content</u></p> <ul style="list-style-type: none"> • Shah Waliullah wanted to stop the declining position of Muslims • he encouraged spiritual and moral regeneration • he translated the Holy Quran into Persian/wrote 51 books • he tried to build bridges between different Muslim sects • he organised opposition to the Marathas • he emphasised the importance of Jihad against a common army • he was a unifying figure /influenced Islamic revival <p>Other relevant responses should also be credited.</p>	7
2(c)	<p>‘The “Two-Nation” Theory was Sir Syed Ahmad Khan’s main contribution to the development of the Pakistan Movement during the nineteenth century.’ How far do you agree with this statement? Explain your answer.</p> <p>Target: AO1, AO2</p> <p>Mark according to the level of response descriptors in Table 2.</p> <p><u>Indicative content</u></p> <p>May agree that the ‘Two-Nation’ Theory was Sir Syed Ahmad Khan’s main contribution to the development of the Pakistan Movement:</p> <ul style="list-style-type: none"> • Sir Syed Ahmad Khan wanted the British to treat Muslim and Hindu groups separately • he believed that Muslim and Hindu communities were different 	14

Question	Answer	Marks
2(c)	<ul style="list-style-type: none"> he was worried about Hindu groups dominating the Muslim community <p>Counter-arguments might include:</p> <ul style="list-style-type: none"> Sir Syed Ahmad Khan wrote pamphlets and books about the future of the Muslim community he opened a school and a university he founded the scientific society at Ghazipore he founded the Aligarh Movement he wanted to enhance the status of the Muslim community <p>Other relevant responses should also be credited.</p>	

Question	Answer	Marks
3(a)	<p>Describe the Hijrat Movement.</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail.</p> <p><u>Indicative content</u></p> <ul style="list-style-type: none"> it was a religious protest [1] against the British government [1] Islamic leaders told their followers to leave dar-ul-harb [1] and move to an Islamic state [1] it took place in (August) 1920 [1] during the Khilafat Movement [1] it involved 18000–20000 people [1] migrating to Afghanistan Muslim people sold their homes/farms and packed up their possessions Muslim emigrants were told that the Afghan government would welcome them [1] but the Afghan government was not welcoming [1] the migrants were refused entry [1] and were forcibly sent back by the Afghan government [1] many migrants died on the return journey <p>Other relevant responses should also be credited.</p>	4

Question	Answer	Marks
3(b)	<p>Explain why there were three Round Table Conferences between 1930 and 1932.</p> <p>Target: AO1, AO2</p> <p>Mark according to the level of response descriptors in Table 1.</p> <p><u>Indicative content</u></p> <ul style="list-style-type: none"> • to decide the future of the subcontinent • to review the Simon Commission's report • Congress did not attend the first conference • Gandhi and Lord Irwin held talks • there was stalemate in the second conference • Gandhi was stubborn • Gandhi refused to recognise the rights of minority groups • Gandhi refused to accept Jinnah's 14 Points <p>Other relevant responses should also be credited.</p>	7
3(c)	<p>To what extent was Direct Action Day more significant in the creation of Pakistan than other key events of the 1940s? Explain your answer.</p> <p>Target: AO1, AO2</p> <p>Mark according to the level of response descriptors in Table 2.</p> <p><u>Indicative content</u></p> <p>May agree that Direct Action Day was more significant in the creation of Pakistan than other key events of the 1940s:</p> <ul style="list-style-type: none"> • it was organised by the Muslim League in 1946 • the Muslim League was concerned about the British leaving India leaving Congress in charge • it aimed to show solidarity of the Muslim community and indicate Muslim strength to the British and Congress • there were large-scale riots and nearly 4000 people killed • the British became worried about the possibility of a civil war • it led to a gradual change of mind over partition <p>Counter-arguments might include:</p> <ul style="list-style-type: none"> • the Lahore Resolution 1940 • the Cripps Mission 1942 promised independence for India after WW2 • the Quit India Resolution 1942 • the Gandhi-Jinnah talks in 1944 • Congress and the Muslim League did not reach an agreement at the Simla Conference in 1945 • the elections of 1946 gave huge gains to the Muslim League • the Cabinet Mission Plan in 1946 resulted in an interim government • the 3 June Plan of 1947 announcing the partition of the subcontinent and transfer of power <p>Other relevant responses should also be credited.</p>	14

Question	Answer	Marks
4(a)	<p>Describe the OIC.</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail.</p> <p><u>Indicative content</u></p> <ul style="list-style-type: none"> • named the Organisation of Islamic Countries • the first summit was held in Morocco [1] and OIC formed in 1969 [1] • 24 Muslim nations attended [1] including Pakistan [1] • name of any <u>one</u> of the other 23 member countries [1] • the Organisation of Islamic Conference charter adopted [1] in 1972 [1] • the Conference was held in Lahore [1] in 1974 [1] • attended by Yasser Arafat [1] with 35 leaders of other Islamic states [1] • emphasising Pakistan's importance in the Islamic world [1] • the name and emblem were changed to Organisation of Islamic Cooperation [1] in 2011 [1] <p>Other relevant responses should also be credited.</p>	4
4(b)	<p>Explain why Ayub Khan came to power in 1958.</p> <p>Target: AO1, AO2</p> <p>Mark according to the level of response descriptors in Table 1.</p> <p><u>Indicative content</u></p> <ul style="list-style-type: none"> • there were many prime ministers between 1956–1958 • there was a famine/floods • East Pakistan's politicians wanted more participation in government • the country needed greater stability at that time • Iskander Mirza had lost the support of many of the leading politicians <p>Other relevant responses should also be credited.</p>	7

Question	Answer	Marks
4(c)	<p>‘Pakistan has had good relations with the United Kingdom and the Commonwealth since 1947.’ How far do you agree with this statement? Explain your answer.</p> <p>Target: AO1, AO2</p> <p>Mark according to the level of response descriptors in Table 2.</p> <p><u>Indicative content</u></p> <p>May agree that Pakistan has had good relations with the United Kingdom (UK) and the Commonwealth since 1947:</p> <ul style="list-style-type: none"> • Post-partition Britain facilitated Pakistan to function independently • UK backed Pakistan in the Afghanistan-Russia conflict • UK gave £30 million aid to help Afghan refugees in Pakistan • the British Prime Minister was the first Western leader to visit in 1981 • there have been good trade links between Pakistan and the UK • UK gave £16 million to help refugees in Balochistan and the NWFP • Pakistan was a Commonwealth member until 1971 • political and economic support received from the Commonwealth • the ‘Colombo Plan’ was established in 1950 to provide aid • Pakistan re-joined the Commonwealth in 1989 <p>Counter arguments might include:</p> <ul style="list-style-type: none"> • The Commonwealth did not always give political support • The Commonwealth did not support the policy of military rule • Pakistan questioned British involvement in the Suez conflict • Lack of UK support in the 1965 conflict • UK recognition of Bangladesh in 1971 • Pakistan left the Commonwealth in protest 	14

Question	Answer	Marks
5(a)	<p>Describe the Security of Tenure scheme.</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail.</p> <p><u>Indicative content</u></p> <ul style="list-style-type: none"> • Zulfikar Ali Bhutto introduced this scheme • he wanted tenant farmers to have security of tenure • he gave tenant farmers the first right of purchase of the land they worked • landowners could not sell the land to a third party [1] who might then evict the tenant farmers [1] • tenant farmers were encouraged to make improvements on their land [1] as they knew they would not be evicted [1] • many landowners circumvented the scheme [1] to evict their tenant farmers [1] • landowners had too much power and influence to make the scheme work <p>Other relevant responses should also be credited.</p>	4
5(b)	<p>Explain why it became more challenging for Zia-ul-Haq to govern Pakistan effectively during the late 1980s.</p> <p>Target: AO1, AO2</p> <p>Mark according to the level of response descriptors in Table 1.</p> <p><u>Indicative content</u></p> <ul style="list-style-type: none"> • the provinces became more difficult to administer • there was increasing violence in Sindh • NWFP became critical of the government • there was a surge in arms smuggling • it became harder to maintain law and order • the drug trade grew • greater challenge from Muhammad Khan Junejo • pressure from the MRD • opposition from Benazir Bhutto • an explosion at a weapons dump at Ojhri Camp <p>Other relevant responses should also be credited.</p>	7

Question	Answer	Marks
5(c)	<p>To what extent did Benazir Bhutto’s privatisation policy contribute to the government being replaced in 1996? Explain your answer.</p> <p>Target: AO1, AO2</p> <p>Mark according to the level of response descriptors in Table 2.</p> <p><u>Indicative content</u></p> <p>May agree that the privatisation policy was the main contributory factor:</p> <ul style="list-style-type: none"> • Benazir Bhutto wanted to extend the privatisation of industries • planned privatisations included banks, power and telecommunications • she was criticised for doing this by wealthy industrialists and politicians from all sides • government officials made it harder to privatise nationalised industries <p>Counter-arguments might include:</p> <ul style="list-style-type: none"> • Benazir Bhutto did not introduce the PPP’s social policies • multiple economic problems including unemployment and inflation • strikes and protests were organised by the opposition in 1994 • GDP and manufacturing growth rates slowed • the strict economic policies imposed on Pakistan by the International Monetary Fund (IMF) in return for a loan • the rupee was devalued • the USA’s financial and military embargo began to affect the economy • the government was inefficient • a lack of unity within the government <p>Other relevant responses should also be credited.</p>	14